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ABSTRACT

This publication provides planning models for counseling with groups of disadvantaged adults; the models are focused on the vocational success of the individual. The trainee is helped to perceive his role realistically and to plan his future place in society. Self-evaluation and planning for future employment are major themes running through the sessions. Through the sessions the counselor can teach significant items of information regarding work and self. Although this material is especially designed for adult groups preparing to enter the labor force, the techniques may be modified somewhat for use with non-college-bound secondary students. The materials do not constitute a sequential course of study, nor do they encompass all the problems encountered by the disadvantaged worker. Rather they are planning models that counselors will want to adapt to the needs of their own clientele and the local conditions prevailing in their area. (Author/EB)

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Planning Models for Group Counseling

HE 008 716

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development
Albany, New York 12224
1969

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PLANNING MODELS

FOR

GROUP COUNSELING

Reprinted April 1969

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development
Albany, New York 12224
1969

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PREFACE

Planning Models For Group Counseling originally appeared as *Planning Models For Counselors Doing Group Work*, a 1968 publication of the Manpower Development and Training Program, Board of Education of the City of New York. It came to the attention of the Bureaus of Guidance and Manpower Development who subsequently requested our Curriculum Development Center to review it.

You will note that the bulletin is concerned with "group work." The place of individual counseling in education and in other fields is secure. However, guidance programs are strengthened when judicious use of group techniques supplements individual counseling. In group settings, skilled counselors help students to reconsider deeply held attitudes toward self and society, earlier and with less threat than through individual counseling alone. The approaches offered herein, proven in practice with a disadvantaged population, should be of widespread interest.

Our schools need to be increasingly concerned with matters of unemployment and underemployment. Along with private industry and other governmental agencies the schools must endow each individual with occupational efficiency. Progressively larger numbers of the unskilled should be upgraded. Our dropouts and our unemployed need to have definite and realistic occupational goals and to acquire the attitudes as well as the understandings and skills which will make them efficient and desirable employees. It is here that group counseling can be of large help. As the New York City Foreword states, "The trainee can be assisted to see the world as it is, himself as he is, relate the two, and make appropriate plans. The vehicle for this work is closely coordinated, occupationally-centered individual and group counseling."

Walter Crewson

WALTER CREWSON
Associate Commissioner for Elementary, Secondary and Continuing Education

FOREWORD

The purpose of this publication is to provide planning models for successful counseling with adult groups. These models were constructed to meet the needs of the disadvantaged; a group characterized as unemployed, poor, and undereducated. Special education programs for these people are often designed to provide the adult student with marketable job skills enabling them to become employed, skilled workers. In order to achieve these ends, counselors must assist trainees to achieve clear, realistic occupational goals, and to overcome personal defects and family problems which obstruct training processes and prevent future successful employment. The development of the necessary social skills together with good habits and attitudes that make for job success may be as important for many individuals as the acquisition of technical skills. In this context the counseling models are focused upon the vocational success of the individual. The trainee is assisted to perceive his role realistically and to plan his future place in society accordingly. Thus, self-evaluation and planning for future employment are major themes which run throughout the sessions. Anticipation and resolution of problems which may be encountered on the job will assist the trainee to establish himself successfully in the labor force. Through the sessions the counselor can teach significant items of information regarding work and self. Although this material is especially designed for adult groups preparing to enter the labor force, the techniques may be modified somewhat for use with noncollege-bound secondary students. The materials do not constitute a sequential course of study, nor do they encompass all the problems encountered by the disadvantaged worker. Rather they are planning models that counselors will want to adapt to the needs of their own clientele and the local conditions prevailing in their area.

The Bureau of Continuing Education Curriculum Development expresses appreciation to Rose F. Sealy, Supervisor of Counseling of the Manpower Development Training Program, New York City; and Donald Brown and Shirley Ford, Counseling Chairmen of New York City, who developed this material in cooperation with counselors in various local facilities of the New York City School System. Appreciation is also extended to Herman Slotkin, Coordinator, Umbrella Project, Manpower Development Training Program, New York City, who was in overall charge of the development of *Planning Models for Counselors Doing Group Work* from which the material in this publication was taken. The Bureau also wished to extend its appreciation to the Board of Education of the City of New York for allowing the reproduction of this material.

Special acknowledgment is given to James W. Moore, Chief, Bureau of Guidance, and Carl G. Benenati, Chief, Bureau of Manpower Development, for bringing this material to the attention of the Curriculum Development Center and in turn to the Bureau of Continuing Education Curriculum Development. William B. Hemmer, Associate in this Bureau, edited and prepared the present manuscript for publication.

HERBERT BOTHAMLEY, *Chief*
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Curriculum Development Center

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This publication should prove invaluable as a supplementary teaching guide when used with the materials being prepared for the Out-Of-School Youth Program. Funds for these materials have been made available through Title I, E.S.E.A.

THEME: *General Prejudice*

OBJECTIVES:

- To illustrate the common problems that minority groups have experienced
- To help trainees identify common stereotypes
- To begin to change fixed attitudes about people

SUGGESTED TIME: Variable (appropriate for a group which has worked with human emotions successfully)

IMPLEMENTATION: The teacher will read a story from a local newspaper which concerns the problems of minority groups in the city.

These citizens are a great burden on the taxpayers of the city, requiring assistance for food and clothing, the money for which they cannot or will not earn themselves. Many come to the city from a considerable distance and have difficulty with English. Their neighborhoods are dirty, their houses are rundown, garbage is thrown out the windows, and in summer the noise and dirt are almost unbearable, according to civilized standards.

Crime is so common as to be almost an accepted way of life, and the chances of youths getting into trouble with the law are twice those of youths in other areas of the city. Strangers entering these areas at night do so at their own risk, and policemen must travel in pairs after sundown. Since so many are unskilled, they can only get the jobs no one else wants and if they get training they are known to work for less causing complaints that they are taking jobs away from people who have become accustomed to higher salaries.

Unless something drastic is done soon, the people in these areas may become so discouraged as to not want to rise above their surroundings. Thus the American ideal of everyman's right to better himself may be denied to this large number of New Yorkers. Is it not a danger too, that the anger coming from this discouragement could be a cause of violence and peril to all New Yorkers?

COUNSELOR'S QUESTIONS:

- Does anyone have a comment about this article?
- Does it describe any part of the city with which you are familiar? Where?
- Do you think that it is a fair description? Why? Why not?
- Do you agree with the writer's ideas? Why?
- What group of people is being described here? Upon what do you base your opinion?

EXAMPLES OF ANTICIPATED RESPONSES:

- Some may state that every paper is writing about minorities these days.
- Certain group members may identify specific areas of the city. Others may recognize that the story is not specific.
- Some group members might feel that it is too hard on the residents, since only some are untidy and lacking in ambition.
- Some trainees may express feelings of realistic anxiety, rejection, or even extreme anger.

COUNSELOR:

After some discussion, the counselor interrupts to state that the article appeared on November 26, 1877 in the *New York World;* that the area described is Park Avenue between 42nd and 86th Street in New York City; and that the minority group described is a mixture of German immigrants, who had begun settling in the area 40 years earlier.

EXAMPLES OF ANTICIPATED RESPONSES:

- Surprise, disbelief
- Relief
- Recrimination
- Embarrassment
- Anger

DISCUSSION QUESTIONS:

- Do all people have prejudices and fixed ideas? How do we get them?
- Are all prejudices concerned with race? Explain your opinion.
- What is a minority group?
- Are there many minorities? Give some examples. What makes them minority groups?
- What prejudices are there about the majority?
- Why is it important to recognize biases? What makes a bias limiting?
- What are some ways by which a stereotyped idea may be changed?

SUMMARY:

The counselor should summarize the discussion with a variety of kinds of biases, such as not liking a man with a mustache or a woman with green eyes, so that group members eventually accept prejudice as a common failing.

FOLLOWUP:

- Present some job limitations and opportunities for minority group members. Explain reasons for the limitations and opportunities.
- Give an account of the assistance that may be offered for minority group members.
- Review the history of minority groups in the United States.

THEME: *Prejudice Against Males or Females*

OBJECTIVES:

- To teach that we are all prejudiced in some way
- To show that not all prejudice is harmful
- To teach that prejudice is harmful only when it affects the lives of other people, or when it limits what they can do
- To help trainees recognize their own strong feelings about males and females

SUGGESTED TIME: Two sessions during general or vocational education (for groups which have developed cohesiveness and some skill in problem-solving)

IMPLEMENTATION: The counselor will administer the following word-reaction exercise to demonstrate that each person has irrational ideas called prejudices.

COUNSELOR:

I am going to give you a paper with some words on it. You will have a chance to learn something about yourself when you write what you think about each word.

WORD REACTION EXERCISE:

Directions: Select the item you like most in each column. Write M next to it. Select the item you like least in each row. Write L next to it.

I	II	III	IV	V	VI
___ dog	___ green	___ cabbage	___ eels	___ pig	___ alligator
___ cat	___ blue	___ lettuce	___ snails	___ cow	___ rattlesnake
___ bird	___ red	___ spinach	___ sharks	___ deer	___ jellyfish

If members of the group have difficulty reading, the counselor may read the words to the group. After the trainees have finished, the counselor will ask them to raise their hand to indicate how many liked *dog* least, *cat* least, *bird* least, and so on to each word in each of the six columns. The instructor may tally replies on the chalkboard.

COUNSELOR'S QUESTIONS:

- Why do you like *dog* less than *bird*?
- Why do you like *green* less than *blue*?
- How did you arrive at a decision?

EXAMPLES OF ANTICIPATED RESPONSES:

- Occasionally a trainee may offer a rational reason taken from a personal experience for selecting one word over another.
- Generally the choices will be irrational.

COUNSELOR'S QUESTIONS:

- What is prejudice? Give some examples.
- Do you think we are all prejudiced about something? Explain your response.
- Do you think you are liked or disliked? How did you reach your decision?
- How will preferring blue over green affect your life? The lives of others with whom you work?
- When is prejudice harmful on a job? Give some specific examples.

The counselor should give the group time to think about prejudice and the possibility that we are all prejudiced in some way and to some extent. Some individuals may resist making any admissions of being prejudiced. The counselor and group will develop some meanings of prejudice. (Prejudice is jumping to a conclusion before considering all the facts. It is an irrational rather than a logical decision.)

After the trainees understand what prejudice is and can deal with the fact that we are all prejudiced in some way, they can move into discussions of stereotyped beliefs shared by male trainees concerning women, and beliefs of female trainees concerning men.

COUNSELOR:

Some male trainees have made statements such as these:

- *A woman's place is in the home.*
- *Negro women are easy.*
- *It's the woman's responsibility not to become pregnant.*
- *Girls are only after your money.*
- *Married men can have girl friends; married women must be faithful.*
- *White women never respect Negro men.*
- *Women bosses are no good.*

Some female trainees have made statements such as these:

- *Most men expect everything and give nothing.*
- *Most white men want only one thing from a Negro woman.*
- *Most Negro men are no good.*
- *I'd never work for a woman.*

COUNSELOR'S QUESTIONS: (Ask each of the following questions in relation to each of the above statements.)

- Is this statement ever true? When? Is it always true?
- What effect do you think such ideas have on a person? At home? On the job?
- What can you do to learn whether an idea is true or not?

SUMMARY:

The counselor will encourage the group to consider all the ways in which "fixed ideas" about males and females interfere with success at home and on the job.

FOLLOWUP:

- Schedule individual conferences with trainees who have problems dealing with sex roles.
- Suggest that trainees role-play new ways of acting in situations to which they have reacted in a stereotyped fashion in the past.
  Examples: Every time a female teacher tells me what to do, I get angry.
  If I go for an interview and it's a woman, I know I won't do well.
- Encourage trainees who react negatively to males or females to try a different behavior and report their success to the group.

THEME: *Self-Evaluation by Recognizing Strengths and Handicaps*

OBJECTIVES:

- To assist trainees in recognizing which kind of behavior causes others to accept or reject them
- To help each trainee (and the counselor) to begin to identify his strengths in relating to peers

SUGGESTED TIME: Prevocational Phase (after a group atmosphere has developed)

IMPLEMENTATION: The counselor uses the sociogram during the session to assist the group to realize why some people are accepted and others are rejected. The counselor uses the sociogram later to identify individuals who are not selected and who may need individual counseling.

COUNSELOR'S STATEMENT:

Often people say, "You can choose your friends but you can't choose your family." We can say the same thing about people we work with. If we could choose coworkers the way we do friends, what would we look for?

EXAMPLES OF ANTICIPATED RESPONSES:

- A buddy, someone to eat lunch with.
- I don't know.
- Somebody who's experienced on the job.

COUNSELOR:

Certain people are always popular, but we need to know what kind of people we choose to be with. All of us want to be chosen by others. I've brought a question sheet to help us find what we look for in people whose company we enjoy. We're going to use our own answers to learn more about ourselves.

PROCEDURE:

The counselor distributes the following question sheet (see sample) and reads all the instructions with the trainees. He answers pertinent questions and allows the group sufficient time to complete the sheets. He then collects each sheet from each trainee so that confidentiality is maintained.

Sample Questionnaire

Here is a list of the names of all the members of your group. Use the list and your own ideas to answer the questions below. Do not put your name on this paper. The group will discuss only the reasons and not the names in your answers. Do not show your answers to anyone.

I would most like to work with:

1. _____ because: _____
2. _____ because: _____
3. _____ because: _____

If I could not work with those I have listed, I would then want to work with;

4. _____ because: _____
5. _____ because: _____
6. _____ because: _____

On any job the people I avoid are those who _____
_____
_____
_____

The counselor lists the reasons why people are chosen (reasons for first choices) on the chalkboard or on a large sheet of paper. He lists the reasons why people are avoided on a second list.

	Chosen	Avoided
Examples:	• knows the job • helps you • really listens to you • level-headed • smart • calm • you can rely on him	• doesn't know what he's doing • thinks he's better than everyone else • can't keep anything to himself • doesn't care about anyone else • has no time for anybody • real goof-off

DISCUSSION QUESTIONS:

- What kinds of behavior does everyone seem to appreciate? Give some specific examples.
- What kind of behavior does everyone seem to avoid? Give some specific examples.

EXAMPLES OF ANTICIPATED RESPONSES:

- Most of us want someone who'll help or show us he cares.
- Many of us don't seem to like people who stay to themselves all the time, or are too busy or not interested in us.

DISCUSSION QUESTIONS:

- Where do you find yourself in this picture?
- Do you have any of the strengths listed in the chosen column? Which ones? Why do you have them?
- Do you have any of these weaknesses listed in the avoided column? Which ones? Why do you have them?

The counselor encourages individuals to estimate their strengths and weaknesses. He also encourages group members to help each other by comparing his self-evaluation in a certain area to the evaluation of others.

Probably no one of us has all the qualities other people would like us to have, but it is important for each of us to have some qualities others admire if we are to get along. The first job of each person is to take a long look at himself and to make a personal list of his own virtues and faults. Aided by the group, he should then come to some decisions about how he may get along better with people.

FOLLOWUP:

- Homework: Each individual lists his strengths and his needs for improvement.
- Individual conferences: The counselor reviews the trainee's self-evaluation and asks him to select the area in which he will start to work.
- Group conferences: Members of the group suggest ways of helping individuals with specific problems they all share.

THEME: *Problem-Solving Behavior: Dealing with Teacher Evaluations*

OBJECTIVE:

- To help trainees to learn to deal with an evaluation with which they do not agree.

SUGGESTED TIME: Middle of prevocational training cycle (after counselor has had sufficient time to study records)

IMPLEMENTATION: The counselor explores student records to identify the strengths of each trainee in the group. He then prepares individual letters indicating that each of five trainees has been rejected for some inadequacy in an area in which the trainee is actually adequate or even outstanding. The counselor distributes five letters (see samples below).

Letter #1 - Skills: The letter states the employee is rejected because of low (20 w.p.m.) typing speed. This letter is to be given to a trainee who actually types 40 w.p.m.

January 22, 19__

Miss Mary Rose
22 Lafayette Place
Brooklyn, New York 11201

Dear Miss Rose:

Your rating on our typing test was 20 w.p.m. The accepted speed, however, is 40 w.p.m.

We regret that we cannot place you in our organization. If, in the future, your speed increases to meet the minimum standard for junior typist, you may apply at this office for another test.

Sincerely,

Joan Power
Personnel

JP/hf

Letter #2 - Academic: The letter states that achievement is poor and the trainee cannot go to vocational training. This letter is to be given to a trainee with a good achievement record.

January 29, 19__

Mr. John Doe
22 Lafayette Place
Brooklyn, New York 11201

Dear Mr. Doe:

Our records indicate that your academic achievement in this center does not meet the minimum standard for entering vocational training.

We regret that we are unable to place you in clerical training. Your termination is effective as of March 11, 19__.

Sincerely,

George Stanford
Teacher-in-Charge

GB/hf

Letter #3 - Interpersonal Skills: The letter states the employee's services will be terminated due to poor relationships with supervisors and coworkers. This letter is to be given to a trainee who has good interpersonal relationships with others.

January 28, 19__

Mr. Robert James
54 St. John's Place
Brooklyn, New York 11201

Dear Mr. James:

We regret to inform you that your services will be terminated as of March 15, 19__.

It has come to our attention that you have been involved in several disputes with your fellow workers and that this critically interferes with the operation of our plant.

Cooperative relationships among workers is essential in our line of work. We believe it is in the best interests of our employees and management that your services be terminated at this time.

Kindly report to the personnel office for your final check.

Sincerely,

George Hinson
Production Manager

GH/hf

Letter #4 - Attendance: The letter states termination of the job is due to excessive absence. This letter is to a trainee who has an excellent attendance record.

January 30, 19__

Mr. Robert Brown
54 St. John's Place
Brooklyn, New York 11201

Dear Mr. Brown:

Please note that your record to date indicates a total of 34 days absent.

The Brand Production Company understands the necessity for absences due to extenuating circumstances. However, your record far exceeds the maximum number of days allowed for illness and personal business. Under the circumstances, we must ask you to terminate your services as of the 30th of this month.

We regret the necessity of this action because your work record appears satisfactory. Nevertheless, the management can no longer maintain your position on the payroll.

Sincerely,

George Jensen
Assistant Manager

GJ/hf

Letter #5 - Appropriate Dress: The letter states termination of the job is due to dress, after repeated warnings. This letter is to be given to a trainee who is well-groomed at all times.

January 30, 19__

Miss Jessie Byrd
22 Lafayette Place
Brooklyn, New York 11201

Dear Miss Byrd:

This is to inform you that your services as receptionist will be terminated as of March 13, 19__.

The Windsor Company requires a minimum standard of grooming for the receptionist and typing staff, a standard which, according to our records, you have failed to meet. Mrs. Shallow informs me that this matter has been discussed with you on repeated occasions and that you have made no effort to improve. I refer you to the booklet, Windsor Handbook of Good Grooming, which you no doubt received during the first week of your orientation.

Kindly report to the personnel office on the 8th floor for your final check.

Sincerely,

Marjorie Lord
Personnel Director

ML/hf

Each trainee in turn reads his letter to the group and has an opportunity to talk about his reaction.

COUNSELOR'S QUESTIONS:

- Mr. X, how would you react to this letter?

Responses

- Angry: This is a lie! They're picking on me.
- Passive: I guess it's so if they say so. They know better than I do how I'm doing.
- Confused: I thought I was doing well. Something is wrong here.

- How did you feel when you read the letter? Why?
- Do you think that the statements are true? Why?

- Does this information differ in any way with your evaluation of yourself in this area? How?
- What are you really like?
- How can we know what our strengths and weaknesses really are?
- Suppose you think this letter is unfair to you. What would you do about this situation?
- What would you do if this happened on the job?
- How can we correct an erroneous impression others have of us?

Responses

- Angry: They're a bunch of liars and I'd go down there and tell them off.
- Passive: I'd forget about it.
- Realistic: I really feel this is an unfair evaluation. I know I am good at this. I guess I'd go down to the employment office and ask to see the results of my test and then perhaps ask for another test.

SUMMARY:

- If we're not sure of our own abilities, we have difficulty explaining ourselves to others. If we're the least bit unsure of our best points, we become angry or upset when someone tells us we don't have ability.
- Some people are easily defeated. They become very angry and want to strike out at anyone.
- A realistic approach involves collecting accurate information about yourself and getting people to consider it.

FOLLOWUP:

- Head sessions with different letters for each trainee.
- Set up role-playing situations in which the trainee discusses the letter with his employer.

THEME: *Self-Defeating Behavior in a Job Setting*

OBJECTIVE:

- To help develop understanding and attitudes for better interpersonal relations on a job

SUGGESTED TIME: Two sessions near the beginning or middle of training

IMPLEMENTATION: Oral case history presentation and role-playing. The counselor states:

A fellow in one of my other groups told us that recently he walked out on a good job. Conditions were pleasant, the work easy, and the pay good — but one day his employer said, "Boy, take this package over to the shipping department," and he saw red. He shouted, "No one talks to me like that. I quit!" He slammed the door as he walked out.

The counselor should now ask for reactions to this situation.

EXAMPLES OF ANTICIPATED RESPONSES:

- I once quit a job when a boss insulted me. I take no guff from anyone.
- I would say, "My name is Andrew, not 'Boy'."
- Maybe it's the way he dressed and acted.
- Talk it over with the boss – let him know how you feel.
- Ask the boss why he treated him like that?
- There's an ad in the subway that says, "Boy is what you'll be called the rest of your life if you don't get an education."
- My boss told me my work wasn't good enough, so I quit too.
- No one is ever going to talk down to me and get away with it. I'd fight and show him.
- You're already in a one-down position with an employer, so you might as well compromise.

COUNSELOR'S QUESTIONS:

- How do you feel when you are called "Boy?" Why?
- What does being called "Boy" mean to you?
- What do you think it meant to the employer?
- How do you judge an employer's attitude toward you?
- How would you explain to the employer how you felt and what his remark meant to you?
- Why is it not wise to jeopardize a good job just because of one incident? What things should be taken into consideration?
- Have you ever insulted anyone else this way without any intention of hurting their feelings?
- Is there a difference between healthy and unhealthy pride? Explain what it is.
- Why is it important to talk things over?
- Do you think it's hard to talk things over when you feel hurt? Why?
- Is life always fair? One hundred percent of the time?
- Do you understand a situation better if you are as sensitive to the other person's needs as well as your own? Why?
- Why is compromise sometimes necessary?

EXAMPLES OF ANTICIPATED RESPONSES:

- Everyone has a right to pride.
- No one has a right to talk down to you.
- If someone insults you, that's it.
- If you know your own self-worth, no one can down you.
- If you're educated, you won't need to have a menial job.
- If you act with dignity, no one will treat you with disrespect.

SUMMARY:

Review the following themes which were developed during the sessions:

- Racial prejudice - stereotyped images of people, the effects of education, the varied aspects of respect
- How to explain yourself without getting angry
- How to leave a job in order to get a better one
- How to keep a job when an employer is hard to get along with

FOLLOWUP:

Discuss some of these topics:

- How to get a good reference if you have to leave a job
- How to develop self-confidence through understanding other people
- How to disagree amicably
- How to press your point and still remain friends
- How to maintain self-confidence through responsibility and competence
- How to influence others

THEME: *Illness as a Self-Defeating Behavior*

OBJECTIVE:

- To help develop insight into trainee's use of illness as a self-defeating tactic

- To help trainees develop skills to cope with attendant problems

IMPLEMENTATION: The counselor introduces the following problem to the group:

Today I would like to bring before you a situation about a student in another group. Perhaps you can suggest helpful ways for him to handle his problem. I am passing around a written summary so you can each read it before you discuss it.

Written Summary

John reported to his group that he was very upset, since his wife has again been having fainting spells and fits of depression. When this happens, she either stays in bed most of the day or spends hours on end looking at TV and completely neglects their three small children and the housework. John states he feels very sorry for her and does everything, including ironing the girls' dresses, doing the shopping, cleaning, and cooking. He has already lost one job because of this and is now extremely upset, because if he stays home for her, he will lose out in the program. The doctors have found nothing physically wrong with her. She saw a psychiatrist last year for a while, but that didn't help.

John is a very quiet, gentle type of person. He states he has a happy marriage. He feels that his wife is affectionate and loves him because she is always asking, "Do you love me?"

COUNSELOR'S QUESTIONS:

- Have you ever come across something similar? What was it like?
- Why does John's wife behave this way?
- What is your reaction to this story?
- Is John the strong one because he does all the housework in addition to working on a job? Why?
- How does John feel?
- Can fainting be a "cop-out" just like running away from a responsibility? How can you tell?
- Is John helping her stay sick by catering to her illness?
- Are there quiet ways of dominating? Is his wife really bossing him?
- What do you think would happen if John refused to take over her responsibilities?
- What would you do if you had a wife or relative like that?

ANTICIPATED RESPONSES:

Trainees may recognize that the use of illness as a tactic by John's wife is also used by other people they know. Trainees may recognize their own use of illness as a "cop-out" from taking tests, from making a decision, or from learning difficult skills. They may draw out of their own experience effective ways of dealing with this in others as well as themselves.

FOLLOWUP:

- Present the solution John actually chose:

The next day, John reported that discussing this problem in the group, and with the counselor individually, was the best thing that ever happened. When he suggested to his wife that her illness is under HER CONTROL, that she can decide to be ill or not, and he was no longer going to jeopardize his future job by taking over for her when she is well enough to look at TV all day she replied, "I promise never to be sick any more." Several weeks later John reported a much better relationship with his wife, who is now concerned with his feelings for the first time in their 7-year marriage. Apparently, she is over her fainting spells.

DISCUSSION QUESTIONS:

- What do you think of John's approach?
- What other approaches might he have taken?
- What are the possible consequences of each?
- How can you tell which approach is best?
- Apply the same pattern to the following work-related situations:
    - Using illness as an excuse for poor work
    - Using illness to avoid unpleasant work
    - Using illness to avoid difficult work
    - Using illness to throw the burden on your work partner

THEME: *Absenteeism as a Self-Defeating Behavior*

OBJECTIVE:

- To develop a more positive attitude toward attendance through the exploration of reasons why people tend to be late and/or absent and the resulting impact on job relationships

SUGGESTED TIME: Shortly after the group has formed (2 - 3 weeks)

IMPLEMENTATION: The counselor will distribute and read any of the following vignettes with the group.

Attendance and Response to Authority

George Dane stopped by to visit Miss Calen, the counselor. "Everything is just fine," he said quite cheerfully. In the course of this friendly conversation, he mentioned that he had been absent one day the previous week. Miss Calen asked why.

"I guess I was just too lazy," he said.

"I can't agree," Miss Calen said, shaking her head. "A man who works weekends and evenings to support his family and to continue school isn't lazy."

It was then that Mr. Dane remembered that the day before his absence, his teacher, Mrs. Bridge, had warned him that he could not be absent one more time. He could recognize the connection and analyze his reaction.

"I guess it's just rebellion," he said. "No one can tell me what to do."

Attendance: The Chronic Latecomer

Tardiness has been a problem all my life. I've lost jobs because of it. The boss liked me, but he just couldn't keep me on. I remembered how angry my teacher always was in elementary or high school when I came to school late. After a while I stopped coming.

Attendance and Feelings about the Job

I'm usually on time. No hangups. I can't stand people who keep me waiting. But I had a job once, that I really hated. It was so dull, and I felt so useless. And I never, but never came on time. I even tried getting up early, but something always made me late to work. I couldn't quit the job, 'cause at the time I needed the money. They fired me anyway.

Why Call?

On my last job, I worked in the office. It was an O.K. job...no great shakes. I was only there two weeks when my babysitter left me to go back home because her uncle had died. I had to stay home with the baby. I didn't bother to call the office to say that I was going to be out. When I got back, the job was filled.

The preceding vignettes may be utilized to initiate:

- Open-end discussions
- A buzz-group session
- A role-play session

COUNSELOR'S QUESTIONS:

- What's going on in this situation?
- Why do people behave this way?
- How should he have handled it?
- How would you have handled it?
- Sometimes you hear the expression, "self-defeating behavior." Was this person (these persons) defeating himself? (themselves) Why?
- Why do you think he acted as he did?
- Are there any other alternatives?
- What are the possible consequences of each alternative?
- If you were the boss or teacher, what would you have done? Why?

EXAMPLES OF ANTICIPATED RESPONSES:

- Some trainees may react negatively and reject the concept of "self-defeating behavior" by labeling the problem as being outside of themselves.
- Some trainees may identify with these situations and realize that this has happened to them.
- Some trainees may react negatively and refuse to view their responsibility in a job or a learning situation objectively.
- Some trainees may gain insight as to their responsibilities to themselves, to their jobs, or to their learning situations.

THEME: *Impulsive Reaction to Agency Procedures*

OBJECTIVE:

- To develop rational, rather than impulsive ways by which trainees can respond to disturbing written communications from organizations

SUGGESTED TIME: At the beginning of the cycle

IMPLEMENTATION: Each trainee in the group receives a sealed letter (see sample) with his name and home address on it. The letter is from the New York State Employment Service and asks the trainee to provide Mr. Volin, of the training allowance unit, with certain information.

Prior to passing out envelopes, the counselor says to the group:

Make believe that you wake up tomorrow morning, eat breakfast, wash up, get dressed, and leave the house. On the way to school, you stop off at your mailbox and find this letter waiting.

New York State Employment Service
Social Insurance Office
Training Allowance Unit
1841 Broadway
New York, N. Y. 10023
August 28, 19__

Mrs. Esther Jones
445 W. 49th Street
New York, New York 10016

SS# 60-085-095
Course: Cosmetology
Starting Date: July 1, 19__

Dear Trainee:

Your Training Allowance payments {will be / are being} delayed pending receipt of the item(s) checked below.

Please return this letter and the requested documents in the enclosed postage-free envelope.

( ) Your birth certificate or other proof of age
( ) Birth certificate of your_____
( ) Your social security card or your unemployment insurance book
( ) Copy of your last income tax return
( ) Verification of employment
( ) Other

Very truly yours,

Saul Volin
Manager

DISCUSSION QUESTIONS:

- How do you feel about receiving mail? Why do you have this reaction?
- What are your first feelings before opening the letter? Why?
  The group is then asked to open and read their letters.
- What will you do? Why?

- What will you not do? Why?
- What is your feeling toward the New York State Employment Service? Why?
- How will your feeling toward the New York State Employment Service influence your behavior?
- What is your general feeling about receiving mail from agencies? Why?
- How have your feelings influenced your behavior?
- What alternatives do you have? What are the consequences of each?

EXAMPLES OF ANTICIPATED RESPONSES:

Trainees may react passively, impulsively, or hostilely. Some will put the letter away and say they will respond when they have time. Others will go directly to the employment office instead of going on to school and later mail in the requested information. A few may even destroy the letter and raise a fuss about having checks delayed. Some will follow the letter's instructions.

FOLLOWUP:

Counselors may wish to arrange individual or group sessions with those trainees who have evidenced forms of self-defeating behavior in other contexts:

- In reacting to failure to learn
- In reacting to directions from a school aide
- In reacting to a change in training plan or schedule
- In reacting to criticism by a teacher
- In reacting to criticism by a fellow trainee

THEME: *Dealing with Anger and Frustration as a Reaction to Agency Policy*

OBJECTIVES:

- To learn how to deal with personal anger and frustration resulting from agency policy

- To cope with feelings of rejection

IMPLEMENTATION: The counselor will distribute letters from the Department of Social Services. Some letters will indicate approval of requests for supplementary assistance, and others will deny assistance.

Pretend that your allowance is so small that you have been forced to apply for supplementary assistance from the Department of Social Services in order to stay in the program. I am going to give each of you a letter of reply from the Department of Social Services. (Allow the group sufficient time to read and understand the letters.)

Letter #1

DEPARTMENT OF SOCIAL SERVICES
330 Jay Street
Brooklyn, N.Y.

April 9, 19__

Unit 182
Brooklyn Center

Case #754026
NAME: Mary Rowe

{Madam}
Dear {Sir }:

This is to inform you that your application for supplementary assistance has been accepted. You will receive a semi-monthly check of $10.00.

Very truly yours,

Harry Jones
Caseworker

HJ/hf

Letter #2

DEPARTMENT OF SOCIAL SERVICES
330 Jay Street
Brooklyn Center

January 11, 19__

Unit 082
Brooklyn Center

Case #754026
NAME: Joan LaPoint

{Sir }
Dear {Madam}

This is to inform you that your application for supplementary assistance has been denied.

Very truly yours,

Harry Jones
Caseworker

HJ/hf

COUNSELOR'S QUESTIONS:

- What is your reaction to the letter of reply?
- Why do you react this way? Give specific reasons for your reaction.

EXAMPLES OF ANTICIPATED RESPONSES:

- Now I know I am getting some money at last.
- Only $20.00 a month? Cheapskate.
- Why do you mean only $20.00? I am not getting anything.
- How come you and not me?
- Why do they give to some and not to others?
- It isn't fair!

COUNSELOR:

It seems that not everyone received the same letter. Some people are going to get assistance, and others are not.

- What do you think is going on?
- What happens now?
- Where does this letter leave you? Explain from a personal point of view.

EXAMPLES OF ANTICIPATED RESPONSES:

- You can't fight city hall!
- Well, I would want to know why I wasn't accepted. I would like to find out and know the reason.
- I would go down to see the caseworker and ask him what it is all about. Maybe it can be changed.
- Sometimes caseworkers are prejudiced. You never know.
- Maybe there are some papers you can bring to prove that you need the money.

COUNSELOR:

Some of you are saying you would try to do something about it, that maybe more information is needed or maybe the caseworker is prejudiced; but you think you need to find out about it and work on it. Others are saying that nothing can be done about it. Why?

EXAMPLES OF ANTICIPATED RESPONSES:

- Because they are mad. When you get very angry you can't think.
- You just want to do something to someone - get back at someone.

SUMMARY:

The counselor assists the group in developing the following ideas:

- Dealing with large agencies can often be frustrating.
- Sometimes when we are very angry, we can't think of a proper course of action.
- We may have a right to be angry, but we also have a need to be able to solve problems rationally.
- Hating doesn't help us to solve anything.
- We have to decide what to do and where to get help.

FOLLOWUP:

- Refer trainees who need additional help in working with the Department of Social Services to the social worker.
- Present additional information about supplementary assistance, qualifications, and other related matters to a group of trainees who are having difficulty living on their allowances.

THEME: *Developing Skills in Handling a Job Interview*

OBJECTIVE:

- To explore feelings which may develop during a job interview
- To help the trainee learn effective behavior during a job interview

SUGGESTED TIME: Two weeks before completion of vocational training

IMPLEMENTATION: The counselor suggests that the trainees role-play a job interview. The role playing will demonstrate how *both* the interviewer and the applicant behave.

An office manager or foreman has three applicants for one job. Let's find out which applicant he will choose and why.

The counselor has already selected a job title and duties from the M.T.I. Manual and asks for volunteers to play the roles of the employer and the three applicants. To make the situation realistic, the counselor should supply each applicant with individual instructions as to how he should behave. See seven possible suggested instructions below. Note that some indicate a positive approach and others a negative one.

- Act as if you don't care and are angry.
- You have been looking for two months and you feel you have to get this job. Act anxious and worried.
- Be yourself, act natural; behave as you think you will in a real interview.
- You really don't want this job, but you're tired of looking. Act beaten down, defeated; willing to take anything.
- You would like the job, but you're afraid you won't get it. Act nervous with no self-confidence.
- You just finished training for this work at Manpower, but you've never worked before. Act inexperienced as though you don't know what you have to do in an interview.
- You just want a part-time job so that you can stay in the Manpower Program. Try to get a job for only a few hours a day.

The counselor distributes three separate sets of instructions in separate envelopes to each of three trainees who volunteer to act as applicants.

Read the instructions which tell you how to act during an interview, but don't tell anyone what your instructions are. As you watch the interviews, think about which one of the applicants you would hire if you were the employer and why?

While the trainees are reading instructions, the counselor should inform the trainee who will be the employer to spend three minutes on the three interviews and to act the way he thinks an employer would act. After the interviews, he names his choice for the job. He should be prepared to give his reasons at a later question-and-answer period.

COUNSELOR'S QUESTIONS:

- What do you think about this employer? Would you like to work for him? Why?
- What interests him?
- Did he make a wise choice? Why?
- Why do you think he decided not to take the other two? Give specific reasons.

EXAMPLES OF ANTICIPATED RESPONSES:

- Applicant one looked bored. He was sitting all crumpled up.
- Applicant two looked nervous. He kept lighting up cigarettes.
- Applicant three didn't seem to want the job. He was just wasting time.

COUNSELOR: *Let's find out how the employer made his decision.*

Responses of Employer

- I selected applicant _____ because he acted as if he really wants to work.
- I didn't pick him; he didn't have enough energy to do the job.
- I got the feeling that he would quit the job after he got his first week's pay.

DISCUSSION QUESTIONS:

- What do you think of the employer's reasons?
- What does the employer look for?
- What does the employee look for?
- How can we show interest in a job during an interview? Give some specific techniques.
- How can we show confidence in a job during an interview? Give some specific approaches.

Ask trainees to summarize what they have learned after the discussion about ways to communicate interest, confidence, and experience in job interviews.

SUMMARY:

- The way we feel about the job or the interview is often communicated to the interviewer.
- Sometimes when a person tries to cover his feelings of worry by acting disinterested or angry, the employer can interpret this worried behavior as disinterest.
- The attitude of the applicant affects the attitude of the employer.
- An employer may not want to hire a person whom he feels doesn't want the job.
- Even though a person may have all the qualifications for the job, he may not get it because of the way he acts during the interview.

FOLLOWUP:

- Enact the interview situations and ask the participants to present correct procedures.

THEME: *Reaction to Agency Procedures*

OBJECTIVES:

- To confront the newly enrolled trainee with a real problem
- To help the trainee solve a realistic problem

SUGGESTED TIME: Beginning of prevocation training

IMPLEMENTATION: The counselor distributes the following letter describing allowance procedures to all newly enrolled trainees in the group.

NEW YORK STATE EMPLOYMENT SERVICE
MANPOWER ALLOWANCE UNIT
1841 Broadway, New York, N.Y. 10022

March 20, 19__

Dear New Trainee:

Your request for allowance has been granted. However, there will be a two to three week waiting period before you will begin to receive your checks regularly. You will be in prevocational training for 11 to 16 weeks. At the end of this period, you will be transferred to a vocational area of training according to your choice. During this transfer period, there will be another delay of two to three weeks before you will receive your allowance checks again on a regular weekly schedule.

Because of the increased number of trainees requesting allowances, we have been unable to process papers as rapidly as we would like to. Therefore, there will be occasional delays in processing your No. 952 Forms.

We would appreciate your cooperation and patience in these matters.

Very truly yours,

Martin Mann, Supervisor
Manpower Allowance Unit

MM/hf

COUNSELOR'S QUESTIONS:

- Is this something you knew about?
- What questions do you have about this?
- How does this affect you?
- What do you think about the situation? Why do you have this reaction?
- What plans do you need to make?

EXAMPLES OF ANTICIPATED RESPONSES:

- I can hardly manage on this allowance even if it weren't late.
- Why can't they hire more clerical workers?
- I guess I'll try to put away a little bit every week.
- I'll try to look for a part-time job to go along with this one.
- I'd better let my wife know about this and talk it over with her.

COUNSELOR:

The counselor encourages group members to explain their frustration and all the problems they anticipate as a result of these procedures. He should schedule individual conferences for those who are unable to talk freely in a group. After the group presentation, the counselor should lead the trainees into a discussion of available choices and should encourage experienced members to report on the methods they have used in handling money problems. He should also mention delays occasioned by absences, incompleted addresses, missing names on mailboxes, and the use of wrong social security numbers.

FOLLOWUP:

Discuss the following:

- Necessity for regular attendance
- Necessity for recording all checks received and keeping related information
- Necessity for planning family spending procedures
- Necessity for dealing directly with frustrations and anger

THEME: *Decision-Making: Evaluating a Job in Relation to One's Values and Abilities*

OBJECTIVES:

- To develop ability to determine reasonable job expectations within limits of values, abilities, interests, scope of training, and job requirements
- To stimulate individual planning for job seeking

SUGGESTED TIME: Beginning group (vocational phase)

IMPLEMENTATION: Use a tape recording from a script. Listen to the tape recorded discussion below. Discuss and list, in order of importance, the job requirements of each trainee.

Al: Man, when you see all the jobs on the board, it's hard to figure out which is the right one.

Bill: I wish I could figure out which would be the one that's really right for me, but there's too many.

Al: I know this one here ain't the one, Department of Sanitation. You know what that is, garbage man. You have to take a test from what it says here, but who wants to. But $104 a week to start!

Len: Here's the one for me. "Assistant to Manager, Maintenance Company, Real Opportunity for Advancement". There's where the action is.

Al: Give me the money. You can have the "opportunity."

Bill: I know one garbage man. He's retired now and gets half-pay, and he's 41 years old.

Len: Maybe I wouldn't mind being called garbage man if I could retire early and start my own company. But man, I might be old and tired by then, too.

Bill: Yeah, man. But maybe you'd want to keep taking tests to advance yourself and you wouldn't want to retire.

Len: With my family (I got 4 kids) maybe this housing authority maintenance man is just Mr. Right.

Al: But look at that salary.

Len: But look at that apartment, man.

Al: I wish they'd give us more chances to figure out what's the best deal around here.

Len: Yeah, oh, here's the placement man, man.

COUNSELOR'S QUESTIONS:

- How do you feel now that you have heard a group of trainees who are about 6 to 8 weeks ahead of you?
- Do you feel that they are ready for an important choice? Why? Why not?
- Is there anything we can do at this time to make our choices clearer and easier later?

EXAMPLES OF ANTICIPATED RESPONSES:

- How come those guys haven't had a chance to figure out the right job?
- Even if they had the chance, how can you be sure which is right?
- What is the one thing I should look for in a job?
- Who can help me pick out the right one and then do something about it?

FOLLOWUP:

Distribution of job information; for example, test announcements and requirements. With the aid of a counselor, trainees should compare their own estimate with evaluations given by shop and basic education instructors in preparation for decisions to be made at the end of 6 weeks. See checklist below.

Checklist of Most Important Things in a Job For Me

Place (1) next to the most important, (2) next to the next most important and so forth.

_____ skills required
_____ security ("lay-off proof," retirement, others)
_____ money (starting salary, top salary, chance for advancement)
_____ prestige
_____ independence (being your own boss after a time)
_____ owning the business
_____ using the job as a stepping-stone (using it to maintain self while preparing for something else)
_____ job conditions (hours, vacations, sick leave, fringe benefits, physical demands, temperature, humidity, noise-vibration, hazards)

THEME: *Learning to Adapt to Change In Job or Training Situations*

OBJECTIVES:

- To explore reactions and behavior developed in changing situations
- To improve attitudes needed for adjusting and coping with change

TIME: Middle or end of cycle, one week.

IMPLEMENTATION: Each trainee in the group receives a circular announcing a change in manpower centers and instructions for traveling to the new center (see circulars below.) The counselor can explore the trainee's reactions to the change.

July 18, 1967

TO: ALL STAFF MEMBERS
FROM: MARTIN MANN, TEACHER IN CHARGE
RE: CLOSING OF BUILDING

The entire building will be closed for repairs as of tomorrow.

Report to:

Williamsburg Adult Training Center
35 Arion Place
Brooklyn, New York 11206

See attached circular for traveling instructions.

MM: ash

Williamsburg Adult Training Center
35 Arion Place
Brooklyn, N.Y. 11206

TRAVELING INSTRUCTIONS:

BMT Broadway-Brooklyn Line, Myrtle Avenue Station
or
BMT Myrtle Avenue El, Broadway Station
Eastern Parkway/Broadway Junction Station on IND Line is a change-over point to the BMT.

New York City Adult Training Center
45 Rivington Street
New York, N.Y.

Any bus to Brooklyn Bridge; transfer to bus over bridge: Get off at last stop.
IND - "D" Train, Second Avenue Station
BMT - Broadway-Brooklyn Line. Get off at Bowery Station
IRT - Lexington Avenue Local, Spring Street Station

Mid-Manhattan Adult Training Center
212 West 120th Street
New York, N.Y. 10029

TRAVELING INSTRUCTIONS:

IND - "D" Train, 125th Street Station (This stop is closer to the school)
IRT - Broadway-7th Avenue Line, 125th Street (& Lenox Avenue) Station

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Harlem Adult Training Center
132 West 125th Street
New York, N.Y. 10027

TRAVELING INSTRUCTIONS:

IND - "D" Train, 125th Street Station (This stop is closer to the school.)
IRT - Broadway-7th Avenue Line 125th Street (& Lenox Avenue Station.)

Jamaica Adult Training Center
150-14 Jamaica Avenue
Jamaica, New York

TRAVELING INSTRUCTIONS:

IND - "E" or "F" Train, Parsons Blvd. Station or Sutphin Blvd. Station.

The counselor hands out a circular to each trainee.

COUNSELOR: *I have some instructions for you.* (Allow trainees to react to notice of change (approximately 3 minutes.) *Any questions?*

EXAMPLES OF ANTICIPATED RESPONSES:

- Anxious: This is awful. I don't know how to get there. Why do we have to move? I like it here. Why do they have to fix the building while I'm here?
- Negative: Forget it! They can just forget about me - I'm not going!

Counselor and group explore anxieties.

COUNSELOR'S QUESTIONS:

- What's wrong, you seem to be annoyed?

Responses

  - I don't like to move. I'm comfortable here. How do you know who they've got over there? I didn't plan on going to another place.

- If things change rather suddenly, we tend to be upset about it. I wonder why?

Responses

  - You know where you are now. You don't know what things are like where you are going. You get accustomed to a place and know everybody. You worry about starting all over again.

- When we have to change a place of work or start a new job, we begin to think about all the problems we may have to encounter; all the unknowns. How will it be meeting new people?

- How will they like us?

- How will we like them?

- Where will we find comfortable places to work and eat?

- This is perfectly natural. Human beings do not like to change, particularly when they have adapted to the present place. Can you think of a work situation where you might suddenly have to change?

Responses

  - A nurse who has to move to another ward after she had adapted to her present one.
  - An office worker who has to move to another unit.
  - A machine operator who has to transfer to another plant.
  - An elevator operator who is laid off because of automation.

- In other words, there are some situations where we may have to change, not out of choice. How do we deal with it?

Responses

  - I'd be miserable, but I'd go.
  - I want the job. I have no choice. I'd go.
  - It's more important that I work at this job. I'll stay with it.

SUMMARY:

- Encourage the group to define the problems involved in any specific change.
- Ask the students to suggest ways of controlling feelings (panic, fear, anger) so that we do not act on these feelings.
- Ask group members to summarize what they have learned about change.

  - Most of us get upset when we have to face change, particularly when we haven't made the choice.
  - One reason we get upset is that we fear failure. We have to reassess our own abilities to see if we can be effective on the new job.
  - We fear the unknown or the action it takes to adjust to a new situation once we are comfortable in the present one.
  - Once we know why we're upset, we can better accept the new situation.
  - The fact that we want a job or training helps us to accept the change.

FOLLOWUP:

Discuss the following:

- The role of choice in a change situation
- The consideration of needs in a change situation
- The role of self-confidence in a change situation

THEME: *Learning to Adjust to Change In Relationships with Superiors and Peers*

OBJECTIVE:

- To assist the individual in adapting to new situations involving superiors and peers and in dealing with change successfully

SUGGESTED TIME: Middle and ending groups. This material may be used with groups which have developed some cohesiveness and some skill in problem-solving.

IMPLEMENTATION: The counselor should cite a case study to evoke the inner feelings of self-worth of group members.

John has been working for the same company for years. He receives a reasonable salary, enjoys his work and likes the people on the job. John has been employed in the capacity of an office worker performing such duties as filing, answering telephone calls, and typing correspondence. One morning he was called into the office by his supervisor and given the following directions:

"Boy, I want you to finish the filing I gave you yesterday. I have some new work I want to give you."

The counselor will lead a discussion to stimulate trainee reactions.

DISCUSSION QUESTIONS:

- What's happening in this situation? Can you explain the supervisor's behavior? Explain possible reasons.
- Why is a man called "Boy?"
- How will John react?
- How would you react? Give specific reasons for your personal reaction.

EXAMPLES OF ANTICIPATED RESPONSES:

- I would be angry at the supervisor!
- What could I do about it?
- That's the way things are.

FOLLOWUP:

- What is your attitude toward your supervisors? Your adjustment to coworkers? Why?
- Why do people form groups or cliques? Give some examples.
- Do you see any alternative ways of coping with John's situation?
- If necessary, plan to direct group activities toward additional considerations of situations involving change. For example, John might have trouble introducing himself to a new employee. John has to meet a new boss after adjusting to the old one.

EXAMPLES OF ANTICIPATED RESPONSES:

- I would leave.
- I would be angry at all of them.
- Maybe John is imagining they don't like him.
- John has to show some iniative himself.
- If John wants the job, he has to adjust.

THEME: *Meeting the Demands of Work and Organizations*

OBJECTIVE:

- To prepare trainees to deal with one kind of personnel policy relating to the hiring of minority group members

SUGGESTED TIME: Toward the end of vocational training. This material can be used in a group which has already dealt with prejudice.

IMPLEMENTATION: Present the behind-the-scenes meeting of a personnel manager and department unit head in a large company. Read the dialogue or play a tape recording.

P.M.: Mr. Smith, I advertised for that stenographer as you requested, and I have two top candidates you can interview today.

Mr. S.: I hope that they are both Negro. As you know, company policy is aimed toward getting more intergrated departments, and it has come to my attention that my department is lacking in this respect.

P.M.: Both candidates are qualified, but one is white, and even though the white girl's steno and typing speed are somewhat better, the Negro girl seems to have a more engaging personality.

Mr. S.: I'll take the Negro girl. No interview is necessary.

Emphasize to individuals who are not members of the minority group that the opposite situation in a company is entirely possible.

DISCUSSION QUESTIONS:

- What do you think about the situation presented? Why do you react this way?
- Are these personnel policies fair?
- Can you see yourself as an applicant in this situation? What would you do?
- How do you think the white girl will react? The Negro girl?

EXAMPLES OF ANTICIPATED RESPONSES:

- There is nothing fair about this.
- She was not accepted entirely on her merit. She (the Negro) is getting better treatment since the company policy is aimed at helping Negroes.
- Her coworkers might feel that she is getting special consideration and give her a hard time. She also may be the first minority group member there and may have to prove herself.
- She probably will get along since she has an engaging personality.
- I think the white girl is being treated unfairly.
- This is a good policy because _____.

FOLLOWUP:

- How can you learn or "test" the policy or reputation of a company in relation to minorities? In relation to whites?
- How does policy concerning working conditions and promotions affect the worker?
- What choices do you have and how do you decide what is the best plan for you to follow?

Schedule individual conferences for trainees who need to change their attitudes and cannot deal with the subject of race in a group.

THEME: *Developing Tolerance for the Demands of the Job*

OBJECTIVES:

- To help trainees learn how to cope with people in authority at work
- To help trainees explore alternatives in dealing with those who seem threatening

SUGGESTED TIME: Middle or ending groups

IMPLEMENTATION: The group session can be developed by the following method:

- The counselor reads the anecdote, then the students role-play the anecdote.
- The counselor reads the vignette to identify trainee attitudes toward people in authority.

I'm going to tell you about a nurse trainee who was quite upset by what happened to her on the job. As you're listening to what happened in this situation, see if you can figure out what went wrong.

Anecdote

Trainee 1: There was excitement at the hospital this week.

Trainee 2: What happened?

Trainee 1: Well, there I was getting the formula to feed the baby I was supposed to take care of when this nurse supervisor comes up to me out of nowhere and says, "What are you taking that formula for?" She actually tried to pull the stuff right out of my hand! She said, "I'm the supervisor here." Who is she anyway? She wasn't even on that section before. I knew what I was doing. I read the doctor's orders on the chart! But she wouldn't stop. I told her I wasn't going to talk to her - she could go see my instructor. I tried to walk away from her and she grabbed me by the arm. I don't allow anyone to touch me that way!

Well, she went and complained about me to my instructor. If I didn't have my hands full, I would have hit her.

COUNSELOR'S QUESTIONS:

- What are your reactions to this scene?

Responses

- Angry: I would have done the same thing. I don't like people pushing me around either.
- Passive: I wouldn't have answered at all. I would have tried to get away as fast as I could.

- What do you think the supervisor was trying to do? Why?
- Why did she grab the trainee's arm?
- Why do you think this happened? Give specific reasons.

The counselor asks the trainees to role-play to understand the reasons for the behavior of each one. He asks for volunteers to play the roles of supervisor and trainee. As the conclusion of the first drama, the players reverse roles.

- How did you feel when you were the supervisor? How did the trainee make you feel when she tried to walk away?
- When you were the trainee, how did you feel towards the supervisor? What did you think she was trying to do?
- How would you handle this situation differently?

The counselor will ask some trainees who suggest other approaches to illustrate their ideas by role playing. The counselor asks the group to evaluate the second role-playing session.

- Will this way work better?
- Did the supervisor become angry in this session? Why? or Why not?
- What did the trainee do in this situation which stopped the conflict?

SUMMARY:

Sometimes we have to understand how people feel about their jobs. Sometimes a supervisor does things to prove to himself that he is performing well. The worker may have to go along with the game so that conflict does not result. So, if the supervisor is saying, "Let me show you that I am in charge here," we have to learn to acknowledge this. Even a supervisor can feel unsure of his position.

FOLLOWUP:

Discuss or role-play the following:

- Role of L.P.N. trainee versus role of supervisor in hospital
- Specific problems encountered by trainees in the hospital

THEME: *Developing Trust*

OBJECTIVES:

- To aid each trainee to become aware of positive relationships

- To recognize the need of relating positively to someone on the job

SUGGESTED TIME: Prevocational or vocational

IMPLEMENTATION: The counselor will use a word game to help trainees recognize trustworthy relationships already existing in their lives. He will also use a buzz session to give each trainee an opportunity to consider how and why he has developed a feeling of trust towards certain people in his life.

We're going to start with an activity today. I'm going to give each one of you a list with some names on it. Circle the name of a person you would go to if you had a problem and needed to talk it over. Think of the real people in your life.

mother	boyfriend	counselor	fellow-worker	religious advisor
teacher	husband	neighbor	cousin	brother
boss	wife	aunt	father	grandmother
girlfriend	landlord	uncle	sister	grandfather

The counselor gives the group sufficient time to think about the relationships suggested before asking them to indicate (by show of hands) their choices. He then lists those persons most frequently selected by counting each choice.

COUNSELOR'S QUESTIONS:

- Most people selected their mothers and fathers (or whatever group proved the hightest frequency). I wonder why?

EXAMPLES OF ANTICIPATED RESPONSES:

- Well, those are the only people anyone can trust.
- You must be kidding. I'm not going to tell anything to my landlord.
- I've always been able to talk to my aunt. She's OK.
- I couldn't pick anybody on that list.

COUNSELOR'S STATEMENT:

I wonder what there is about these people you've chosen that makes it possible for you to trust them? Let's break up into small buzz groups and try to find some answers.

The counselor organizes groups in any of several ways. It is important that trainees who chose no one or only one person be placed in groups in which there are trainees who chose many persons. In a group of 12 to 15 members, buzz groups will probably have 4 to 5 members. The counselor directs each group to arrange chairs in small circles at different corners of the room, then walks around, observes the groups, and restates the task for any group not working.

After 10 minutes, the counselor suggests that all groups return to the large circle and asks that one person from each group tell some of his group's ideas about how and why people decide to trust someone. After a volunteer concludes his comments, the counselor asks if anyone in that group wants to add something.

The counselor notes the similarities in trusting relationships and comments about them.

EXAMPLES OF ANTICIPATED RESPONSES:

- People you can talk to about anything are people you can trust.
- I never realized how often I visited my cousin just to talk things over.
- Most of us felt we had one person we could go to when we needed help.

COUNSELOR'S STATEMENT:

So there are people you can trust. Do you think you could find someone you could trust on the job as well? Someone you could go to if you had a problem on the job?

EXAMPLES OF ANTICIPATED RESPONSES:

- Angry: I doubt it. Everyone's out for himself.
- Passive: I'd never go to anyone. I'd keep everything to myself.
- Realistic: I'd look around and see if there wasn't at least one person.

SUMMARY: The counselor encourages a member to summarize and he or members of the group add any important ideas omitted.

We all seem to need someone we can talk to or rely on. They are the people we trust. Trusting someone makes the whole scene a little more friendly; you don't have to feel alone. Sometimes when we do trust people, we're able to work on some of the problems that get in our way. Even on the job, we can look for someone to trust. Job situations have problems too. Sometimes we have to work them out with people on the job. You don't want to talk about every job problem with your family.

FOLLOWUP:

- Role-playing session: Trainee has problem with job. He has to ask someone for help. What does he do? What happens?

THEME: *Developing Skills in the Use of Resources*

OBJECTIVE:

- To help trainees develop a plan for finding employment

SUGGESTED TIME: Near the end of the vocational cycle

IMPLEMENTATION: The counselor should read the following dialogue to the group:

Soon you will all be looking for a job in the field in which you have been training. I'd like to read to you a short discussion two trainees were having not too long ago.

Robert: *You know James, we only have another two weeks left in the program; we'd better start thinking about a job.*

James: *The Employment Service is supposed to find us a job.*

Robert: *Are they? I though they were going to help us find a job.*

James: *Come to think of it, maybe you're right. What are your plans?*

Robert: *I was thinking about going around in my neighborhood to see what was available.*

James: *That's a lot of leg work; there must be an easier way.*

Robert: *I've always gotten my jobs that way.*

James: *Maybe so, but what kind of job did you find? I'll bet they weren't such great jobs. I have a skill now and I want a good job.*

SUGGESTED QUESTIONS:

- What's happening to Robert and James?
- What do you think about depending on others to find you jobs: Employment Service, neighbor, free agencies?

ANTICIPATED RESPONSES:

- I was promised a job.
- The Employment Service *has* to get me a job.
- I don't know what to do.
- I'm going to a private agency and get a good job.

FOLLOWUP:

- Have you decided what a good job is in your field? Give a specific example.
- What are some ways other people have found jobs?
- How do you begin to plan?
- What information or assistance do you think you may need?

Counselors should obtain a placement agency directory and should check out all agencies in case some have moved or have been discontinued.

THEME: *Use of Forms and the Role of the Applicant*

OBJECTIVE:

- To help trainees become familar with the contents of employment applications and the procedure of interviews between the employer and employee

SUGGESTED TIME: Vocational phase, several sessions

IMPLEMENTATION: The counselor should secure employment applications (examples, Macy's, Korvette's, U.S. Post Office), and give trainees advance notice that they will be filling out these forms. He will instruct them to bring any materials they feel will be helpful in providing information needed. The counselor should also schedule several mock interviews with trainee volunteers and ask the group to select the applicant they feel should get the job.

COUNSELOR'S QUESTIONS:

- What kind of information does one need in order to fill out an application and/or take a job interview?

Responses

  - Social Security card
  - Draft card
  - Discharge papers from service
  - Complete list of past employers and dates employed, dates terminated, wages earned, reasons for leaving, names of supervisors
  - Dates attended grade school and high school, date left school
  - Names, addresses, and phone numbers of personal references
  - Pocket dictionary
  - Other: _____

- How important is the employment application to your being hired for a job? Why?
- What does an employment application tell an employer about a possible employee?
- Will your employment application be filled out differently now that you have a skilled trade? Why?
- What criteria do you think an employer uses in selecting an employee? Give specific examples.

EXAMPLES OF ANTICIPATED RESPONSES:

- Neatness of application
- Correct spelling of words and correct word usage
- Penmanship
- Manners
- Presentation of qualifications: Does the person have confidence in his ability?
- Poise: how he carries himself
- Work history: Is it stable or are there unexplained gaps between jobs?
- Education:
  - Has he completed high school, or does he have trade training?
  - Is training applicable to the job for which he is applying?
- Ability to explain his situation clearly
- Others: _____

IMPLEMENTATION: The following day the counselor reminds the students what was expected of them in the way of preparation for this meeting. He then distributes employment applications and allows sufficient time for their completion. He then collects the applications and selects four volunteer applicants who leave the room while he assists the group in setting up the criteria for selection of a job applicant. After setting up the application form of each volunteer so that it can be easily seen on the overhead projector or viewer, the counselor calls each applicant in turn and proceeds with an interview. He asks the same questions of each one.

- Education
  - Why did you leave school?
  - From what school did you graduate?
  - What kind of training course did you take?

- Employment
  - Why did you take your first job?
  - Why did you leave it?
  - What have you done between jobs?

- Training
  - Why did you select this particular training?
  - What is involved in this particular training?
  - What have you learned?

- Travel
  - Would you consider traveling as much as 1½ hours to a job? Why do you feel this way?

- Police Record
  - Have you ever been arrested for a crime?
  - Have you ever been convicted of a crime?

- Pay
  - How much do you expect to earn?
  - How much would you like to be able to earn within the next year?

- Hours
  - Which hours of the day do you prefer to work?

- Marital Status
  - Are you married?
  - Do you have any children?
  - Do you have someone to care for them?
  - Would their care necessarily keep you from working?

- Health Status
  - Have you had a physical examination lately? When?

- Goals
  - What is your main goal in life?
  - Would you like to own your own home?

- Associations
  - Do you get along with co-workers?
  - Have arguments with co-workers ever forced you to quit a job?

The counselor will give the group the opportunity to ask questions and to make comments after he completes the interviews. He will encourage trainees to take notes and to help each applicant by assisting him to identify his strong and weak areas according to agreed criteria.

After the counselor interviews all four trainees, he will take a vote and encourage trainees to discuss how they decide who to vote for.

FOLLOWUP:

- Homework: Ask each trainee to list his strong and weak areas in applying for a job.
- Schedule individual conferences for trainees who have obvious problems which they must plan to overcome.
- Set up mock interviews between trainees (later in training) so that they can all practice the skills necessary for applying for jobs.

THEME: *Role-Behavior for Job Applicants*

OBJECTIVE:

- To develop skill in handling a job interview by participation in mock job interviews

SUGGESTED TIME: During specific training period

IMPLEMENTATION: The counselor reads the story of a recently graduated manpower trainee. The man was skilled and had the recommendation of an employer, but after being interviewed, did not get the job.

I'm going to tell you about the experience of one of the trainees who graduated from the carpentry shop in the last cycle.

The counselor will read the story of a fictitious trainee who applied for a job related to the shop area. The applicant had mastered all of the shop and academic skills included in the training area. He got along well in school and had a letter of recommendation from the school for the prospective employer.

Mr. Evans was interviewed but he did not get the job. He was very disappointed.

COUNSELOR'S QUESTIONS:

- What could have happened?
- All his teachers agreed he had reached industry standards, and yet he didn't get the job. Why is this possible?

Responses

- Maybe he had no experience in this area.
- They are not hiring Negroes.
- By the time he got to the head of the line, all the jobs were filled.
- He said or did something that the interviewer didn't like.

Let's deal with one possibility at a time.

Counselor encourages the students to discuss the anticipated responses such as the first three above and helps them to correct any false impressions they have. He then presents the following information.

- Graduates of the program usually apply for entry level jobs for which work experience in the field is not required.
- It is against the law to discriminate against minorities, women, and older workers in New York State; and neither Employment Service nor the school will knowingly refer you to a firm which openly practices discrimination.

- What other items are important in an interview?
- What things do you think interviewers like? Don't like?
- Who has been interviewed and will tell what it's like?
- How does a person get ready to be successful in an interview? Give specific preparations.

SUMMARY:

The group restates its ideas about how interviews work, how good people could fail to be hired, and how applicants should prepare for an interview.

FOLLOWUP:

- Practice interviews stressing actual techniques that have proved successful.
- Visit a placement office with group members who can then report to the others.
- Practice making a good impression during interviews by role-playing.
- Analyze classified advertisements.

THEME: *Self-Evaluation by Testing*

OBJECTIVES:

- To aid each trainee to become accustomed to a testing situation
- To help each trainee to plan ways in which he can perform adequately in an anxiety-provoking situation

SUGGESTED TIME: Variable. This experience is valuable to the trainee whether it is given at the beginning, middle, or end of the cycle. Use a taped recording of the session so that the group can hear and then discuss their own reactions.

IMPLEMENTATION: The counselor will place a sheet of paper and pencil on each desk before the group meeting. At the start of the session, he will announce that there will be a test which covers all of the previous discussions. He will tell each trainee to write how he has been helped and what he has contributed to the group. The time for the test is 10 minutes. He will remind each trainee to be careful with spelling.

EXAMPLES OF ANTICIPATED RESPONSES:

- Complete silence and withdrawal; fear of a test situation
- Mumbling to each other about the test by individuals in the group
- Openly expressed anger about the unfairness of the test. Examples:
  - We were not informed of a test.
  - This is not a class; we are not supposed to have tests in group counseling.

COUNSELOR'S STATEMENT:

This is not a real test. I arranged this so that you could find out how you act in test situations. What can you learn about yourself from what just happened?

COUNSELOR'S QUESTIONS:

- What did you do during this test? Why?
- Do you remember yourself behaving like this any other time? What was that like?
- How does fear affect your ability in a test?
- Where can we expect to be faced with stressful situations like tests?
- What kind of plans do we need to make since we know tests are a part of training and getting jobs?

FOLLOWUP:

- The group compares the course of study with the requirements of a job.
- The counselor shows the group sample industrial tests.
- The members of the group role-play job interviews.
- The counselor stages a different mock-test situation later in the cycle.

Appendix A

In doing group work, counselors constantly seek to extend their repertoires of approaches and techniques. The following samples are the result of experimentation with visual and tape-recorded materials. Counselors who wish to use the materials in Appendix A will need to tape-record the skits included for these sessions.

THEME: *Self-Evaluation*

OBJECTIVES:

- To develop the realization that personality is related to job success
- To identify self-doubts (lack of self-esteem, fear of failure, and poor personal social relations) which may result in unfortunate outcomes on the job; for example, dismissal or failure to gain advancement

SUGGESTED TIME: Three sessions: prevocational, near end of cycle, or during vocational phase

Session I

IMPLEMENTATION: The counselor presents the chart *They Couldn't Hold Their Jobs* to the group.

This chart tells us some facts about why many office workers either fail to advance on their jobs or lose their jobs altogether.

The counselor continues to clarify the information provided by the chart by adapting the explanation to the sophistication of the group.

COUNSELOR'S QUESTIONS:

- What are some facts this chart tells you about succeeding or failing on a job?
- Does the office worker starting out on a job intend or desire to gain the reputation for being uncooperative or irresponsible? Give specific reasons for your response.

The group discusses the ideas presented on the chart which shows that most workers lost jobs because of difficulty in getting along with other workers and/or supervisors rather than because of lack of specific skills.

SUMMARY:

The group should consider what it means to be judged by *how* they work as much as by *what* they can do. Discuss what plans they must make to evaluate how they operate.

FOLLOWUP:

- The group rates each member on his operational ability.
- The group decides how to handle problem-job situations.

THEY COULDN'T HOLD THEIR JOBS

Recently, the personnel managers of a large number of the best known business concerns in the United States were interviewed in regard to their employment policies for office and clerical employees. The results of this inquiry are as follows:

Lack of Specific Skills	Percent dismissed for cause	Percent not promoted for cause
In shorthand	2.2	3.2
In typing	1.6	2.4
In English	1.6	5.2
In dictaphone	1.3	1.6
In arithmetic	1.3	3.0
In office machines	.9	2.2
In bookkeeping	.6	1.4
In spelling	.6	2.7
In penmanship	.0	1.8
	10.1%	23.5%
Personality Defects		
Carelessness	14.1	7.9
Noncooperation	10.7	6.7
Laziness	10.3	6.4
Absence for causes other than illness	8.5	3.7
Dishonesty	8.1	1.2
Attention to outside things	7.9	5.6
Lack of initiative	7.6	10.9
Lack of ambition	7.2	9.7
Lateness	6.7	4.6
Lack of loyalty	3.5	4.6
Lack of courtesy	2.2	3.3
Insufficient care of and improper clothing	1.6	3.0
Self-satisfaction	.9	4.4
Irresponsibility	.3	.8
Inadaptablility	.3	1.4
Absence due to illness	.0	2.4
	89.9%	76.5%

Session II

IMPLEMENTATION: The counselor introduces the topic.

I would like you to listen to a tape of a role-play of an on-the-job situation. A young girl who is secretary to the sales manager of a large public relations firm has been on the job about two weeks when her boss asks if he might see her in his office. (The counselor plays tape.)

Description of tape: The manager after commenting on how pleased he has been with her work, speaks of her apparent reluctance to help him in emergencies, for example, arranging papers on his desk or going out for coffee when guests are expected. The secretary admits that she does not wish to displease the boss and she resents the implication that she does not like her job.

Script for Tape No. 1 The Reluctant Secretary

EMPLOYER: I wonder if I might talk to you for a minute; that's why I called you in here. You've been here now about a week. I must say first that I am very happy with you. You're one of the best secretaries I've ever had. You fill just about every qualification. But it seems to me that during the last several days your attitude has changed somewhat from what it was. You seem a little reluctant to do your work and a little unhappy. Is there any particular reason for this?

GAIL: Me? I.....I have been.....

EMPLOYER: Yes, it seems that you haven't been as bright and as happy as I would like my secretary to be.

GAIL: Well, I.....I do like my job very much. I didn't know...I really don't think...I wasn't aware that I was acting any different than when I first came here.

EMPLOYER: Ah, it seems to me every time I've asked you to run a small errand, you've seemed rather reluctant to do it. For instance, when we had a meeting as we did the other day and I asked you to go down for coffee, you seemed almost a little angry at my having asked you to do this.

GAIL: Well, I'm sorry I gave you that impression. I wasn't angry...maybe a little putout.... because I guess I didn't think that a secretary should have to do this.

EXAMPLES OF ANTICIPATED RESPONSES:

Some group members may express extreme reluctance at being identified with menial tasks; others may feel that they would go through the motions to keep the job.

FOLLOWUP:

The counselor should focus discussion of feelings of self, for example, self-doubts and self-esteem as they relate to job duties and title.

DISCUSSION QUESTIONS:

- Since some people seem to judge a person by the kind of job he does, do you feel that you count for less if you have a job which calls for you to do things like getting coffee and running errands?
- If you are sure you are a valuable person with improved skills and education, does being associated with these tasks (errands) bother you in the same way? Explain.
- If you asked someone to get you coffee, does this mean you think little of him? Explain.

Session III

IMPLEMENTATION: The counselor reads the questions in the list titled *What Would You Do?*

I am going to read about situations that could develop on a job and I would like you to think about them and decide what you would do. What are your choices and how would each one work for you?

The counselor should encourage the group to discuss the various courses of action.

EXAMPLES OF ANTICIPATED RESPONSES:

- The group may persist in blaming others and making excuses for self-defeating behavior.

FOLLOWUP: The counselor should focus the work of the group on:

- How the situation being discussed shows negative feelings about self
- How these feelings result in behavior provoking, unfortunate results

What Would You Do?

1. It is your first week on a job with a large firm. You would like to make friends with the other office workers. You would also like to make a good impression on your supervisor. What would you do?

___ Notice and correct the errors that others make.
___ Speak well of the others to the boss.
___ Show interest in your work and a cooperative attitude toward fellow workers.
___ Ask to do those jobs which you can do better than some of the others.

2. An office worker who has no authority over you tells you to do something quite differently from the way you had intended. What would you do?

___ Do it her way.
___ Ignore her and do it your own way.
___ Tell her it is none of her business and that you intend to do your own work your own way.
___ Tell her to do the job herself.
___ Ask tactfully for an explanation.

3. You have been working on the job as a clerk-typist with a large firm for about two weeks. The supervisor of your section enters the office while you are reading a newspaper when you should be working. What would be the best way out of this situation.

___ To continue reading the newspaper and show no embarrassment.
___ Fold it up and return to your work.
___ Pretend that you are making news clippings having to do with your work.
___ Try to interest the supervisor by reading an important headline to her.

4. Another worker is not doing her job so that you have more than your share of work to do. What would you do about it?

___ Explain the situation to your supervisor.
___ Inform her that unless she does her share of work you will tell the boss.
___ Do as much work as you can and say nothing about your coworker.

5. A close friend calls and tells you she is afraid she will be late. She asks you to punch her time card for her. What would you do?

___ Say no.
___ Say yes.
___ Make some excuse as to why you would not be able to help her.

THEME: *Teaching Problem-Solving Behavior*

OBJECTIVE:

- To teach the use of the group process

SUGGESTED TIME: At the beginning of the prevocational cycle

IMPLEMENTATION: The counselor advises the group that the tape describes a conversation between two trainees who just attended their first group counseling session. The counselor plays the tape.

COUNSELOR'S QUESTIONS:

- What do you think has happened? Why do you have this opinion?
- How do you react to chatting in the group session as one trainee suggests?
- Why do you think the sessions are scheduled? What kind of work do you think this group will be doing? Upon what basis do you make this conclusion?

EXAMPLES OF ANTICIPATED RESPONSES:

- We have to talk about our problems.
- The counselor may be able to suggest to us what to do.
- I don't care about other people's problems; I have enough of my own.

SUMMARY: The counselor assists in identifying the tasks of the group.

- To work on personal reactions that may interfere with success in the program and on the job
- To share ideas for mutual benefit
- To learn to make better choices and decisions
- To learn to be a problem-solving unit so that every member of the group can get help when he needs it
- To pinpoint personal strengths and weaknesses and to work to improve weaknesses

FOLLOWUP:

The counselor should arrange for the group to get as much practice as is necessary to develop a task-oriented atmosphere.

Script for Tape No. 2: The Nosy Counselor

BETTY: Gee! What do you think of that counselor today? What a session! He's so nosy. He always wants to know our business.

JOE: You think he's like that all the time, or just when he's with the group?

BETTY: Gee! I don't care what he's like all the time but, boy, he sure is nosy with the group; and he's always asking us questions.

JOE: Yeah, sometimes he gets to me, too.

BETTY: What do you mean he gets to you?

JOE: Oh I dunno, sometimes you're right, sometimes he gets a little nosy, and he wants to get into my business, and I don't like it.

BETTY: But he has no right; he's got no right to ask about our business; that's private.

JOE: Yeah, but I've been here a little longer than you, and I noticed that sometimes he tends to be... He means well, he can't always help me, but he means well.

BETTY: Well, I don't think he means well. I don't see it that way.

JOE: You don't see any point in having these groups, eh?

BETTY: Yeah, I think it's great. I think it's nice for a change, you know, to chat. But we can just talk about things that we do, what we did last weekend, or maybe things about the jobs. But why should he ask us questions about our private lives and about how we feel about things?

Appendix B

THEME: *Family Roles*

OBJECTIVE:

- To increase self-understanding and understanding of parents by learning about the common effects of unemployment and poverty on family relationships

SUGGESTED TIME: Middle groups

IMPLEMENTATION: The counselor passes the following photographs among the group so that each member has a chance to study them. (Photographs are shown on page 37.)

- Photograph I: *The Family* by Paul Strand - scene Italy
- Photograph II: *Negro Family* by Eugene Smith - *Life* magazine

I'm passing two photos around the room. Take your time. Look at each one as long as you like and then pass it on. (The photos may be shown to the class on the opaque projector.)

COUNSELOR'S QUESTIONS:

- Let's talk about the first photo. (Italian family) What do you see happening here?

Responses

  - They're all out of work. They're poor. They live in a rotten section of town.
  - How come they don't have any shoes on?
  - It's a family, right? And they're all standing around because they don't have jobs.

- Let's talk about the second photo. (Negro family) What do you see happening here?

Responses

- Something's wrong. He's lost his job or somebody died.
- He's really lost control of his feelings.
- They look poor; maybe he doesn't have any money.

- Are you trying to say that when people are out of work or poor, it affects the family?
- What can happen to a family when there are job and money problems? Explain.
- What do you think people feel like when they are out of work? How do they behave? Why?
- Do you understand how someone could feel low; could give up? Explain this feeling.
- What are some of the feelings you have had when you didn't have a job? If you were angry, whom did you take it out on?

SUMMARY:

- When people are poor and out of work, they sometimes take it out on the whole family.
- Sometimes when a family has money problems, the bread winner (wage earner) becomes angry at the world.
- If the father (or mother) thinks he is a failure, he may act out his anger at home. In an atmosphere of anger, sometimes even the children feel angry and they don't know why. Not everyone shows his anger in the same way.

FOLLOWUP:

- When neither giving up nor taking it out on the family works, what else can a person learn to do about anger and failure?
- What is the role of each family member in budgeting, making plans for the future of the family, and getting out of the cycle of failure? Give specific examples.

Photograph I
The Family
by Paul Strand
Scene in Italy

Photograph II
Negro Family
by Eugene Smith

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